DOCUMENT RESUME

ED 203 448 EA 013 617

AUTHOR Layton, Dent; Layton, Dee
TITLE High School Students' Perceptions of Their Schools, Their Teachers, and the Experience.
PUB DATE 15 Aug 80
NOTE 23p.; Not available in paper copy due to light print of original document. Some tables may be illegible.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Classroom Environment; Educational Environment; *Evaluation; *High Schools; Relevance (Education); Secondary Education; *Student Attitudes; *Student School Relationship; Student Teacher Relationship; Study; Teacher Characteristics; Teacher Effectiveness
IDENTIFIERS *Missouri; School Rules

ABSTRACT

Based on the hypothesis that high school students in southwestern Missouri are generally dissatisfied with their high school experience, this research project gathered data from 884 two-part opinionnaires distributed to students in grades 9 through 12. In addition to questions relating to demographic data, 19 items were included in the opinionnaire concerning school and classroom atmosphere, teacher behaviors, and student behaviors and beliefs regarding school and studying. The findings indicate a relationship between students' self-perceived academic success and their evaluation of the high school experience: those students who rated themselves as "A" students also held positive attitudes towards school. All students found the high school atmosphere enjoyable, but many indicated that the classroom environment is boring. On the whole, the respondents were less positive in their evaluation of teacher personality and effectiveness. The students did not appear to value studying above other activities and tended to feel that schools have too many and unequally enforced rules. The mean of all items suggests that, generally, students have a favorable view of their high school experiences. (WD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED203448

Kent and Dee Layton
2052 South Florence
Springfield, MO 65804

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

High School Students' Perceptions of Their Schools, Their Teachers, and the Experience

INTRODUCTION

Khan and Weiss reported in the Second Handbook of Research on Teaching (Travers (Ed.), 1973, Rand-McNally) that the teacher and classroom climate have reciprocal relationships with school related attitudes. They also reported results of studies in which it was demonstrated that boys and girls reacted differently to teachers, schools, and learning environments. It was also reported that shifts occur in school-related attitudes as age and grade level increased. Similar statements were made for achievement level groups as well. Apparently, in various areas of the United States, researchers have found differences among various high school subgroups and their attitudes toward specific high school-related elements.

PURPOSE OF THE PRESENT STUDY

It was hypothesized that students in contemporary high schools in southwest Missouri, whatever their sex, achievement levels, or grade placement happened to be, were generally dissatisfied with their high school experience. Therefore, the purpose for conducting the study was to investigate the broad question, "Are high school students dissatisfield with various aspects of high school and which subgroups will have the greatest degrees of dissatisfaction?"

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
K. Layton
D. Layton
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 013 617

PROCEDURES

Based or the information contained in Travers' research book, items transformed from eight attitude scales, and other items generated by the investigators, a two-part opinionnaire was developed. Part one consisted of items from which demographic data was collected. That information included the students' ages, grade placement, and self-perceived grade or achievement status (A,B,C, or D). The second portion of the opinionnaire contained a nineteen item opinionnaire. The students agreed or disagreed with each statement by encircling one of the following numerals: 5(strongly agree), 4, 3 (agree and disagree evently), 2, and 1 (strongly disagree).

The nineteen items on the opinionnaire were grouped into three major categories. Those were as follows: 1. school and classroom atmosphere; 2. teacher behaviors; and 3. student behaviors and beliefs concerning school and studying. The original nineteen statements were written in a positive mode and grouped. Later, some were written in a negative mode and they were arbitrarily mixed to prevent students from marking their responses indiscriminately. The final instrument was reviewed and approved by prospective teachers in a psychology class and by several university professors.

A total of 1200 opinionnaires were distributed to high school principals in October. They subsequently passed them to students via their homeroom teachers. A total of 884 usuable opinionnaires (73.6%) return) were used to answer the questions posited. The data were computed by using the SOSS Version H program at the Southwest Missouri State University Computer Center.

DESCRIPTION OF SUBJECTS

Opinionnaires that were returned with incomplete data or that were indescriminantly marked were removed from the collection. Information from 884 opinionnaires was tabulated for the following high school subgroups.

Subgroups	Number
1. Self-perceived grade status	A(139, B(415), C(218), D(48)
2. Sex	Female (476), Male (408)
3. Grade Placement	9(172), 10(295), 11(244), 12(173)

The total group was 53.8% female and 46.2% male, which is very close to an even number of males and females. There appeared to be enough students represented also at each grade level. Of the total, 33% of the students were in the tenth grade, 28% were in the eleventh grade, 20% were in the twelfth grade, and 19% of the students were in the ninth grade. The ninth grade group would have been larger, but two of the participating schools did not submit any ninth grade opinionnaires. Still, there appeared to be enough data to analyze and draw tentative conclusions as to the high school students' opinions toward their educational environments and experiences. However, Best (Research in Education, Prentice-Hall) warned of the weaknesses in opinionnaire-type surveys, especially when measurements of attitudes were trying to be determined. As a result of Best's writing, the present investigators will describe the findings, but not predict any reasons for the results; the readers may interpret the findings as they wish.

At one period in American education, a grade of C was an indation of average or acceptable performance. According to the students' self-perceptions, 15.8% were A students and 46.9 of them were B students. Apparently, 65.7 considered themselves to be above average in academic success. The

average group (C) was composed of only 31.9% of the students and only 5% viewed themselves as less than average. If the students' self-perceptions were accurate, and if the report in Traver's research book, that there is a positive correlation between attitude toward school-related variables, and higher levels of achievement. Then, the majority of the subjects in this study should have shown strong, positive attitudes toward school matters.

THE OPINIONNAIRE

School and Classroom Environment

Table 1 contains a regrouping of the items that related specifically to the school and classroom atmosphere. The main idea of the complete

---

ENTER TABLE 1 APPROXIMATELY HERE

---

sentence that was read by the students is listed beneath the item heading. In cases where an item may fit more than one classification, it may appear on more than one table.

Apparently, the total (or whole) high school atmosphere is an enjoyable environment (Table 1, item 6) for all students. The mean range on that item is between 3.6 and 4.7. It is also the only item that the ninth grade group scored highly, in relationship to other grade placement groups. There are some interpetable trends that appear in Table 1. There are few instances when the male and female respondents' ratings indicated a wide difference (males not view the classroom as a place to learn as strongly as females; item 7). On almost all items, there is a decrease from the A students' opinions, through the B and C students' opinions, to the D students' opinions. In four instances (items 1, 2, 4, and 5) D students scored the items below a 3. The C students scored two items (1 and 5) below a 3. Both groups considered classrooms to be boring and though that schools had too many rules.

Table 1

HIGH SCHOOL STUDENTS' OPINIONS TOWARD THE SCHOOL AND CLASSROOM ENVIRONMENT

N = 884

ITEMS	GROUP TOTAL		REGROUPED MEANS									
			GRADE PERCEPTION				SEX		GRADE PLACEMENT			
	$\bar{X}$	SD*	A	B	C	D	M	F	9	10	11	12
1. Classrooms are not boring.	3.0	.9	3.4	3.1	2.7	2.5	2.9	3.1	2.5	2.9	3.1	3.1
2. I enjoy going to classes.	3.5	1.1	4.0	3.6	3.2	2.6	3.3	3.6	3.4	3.5	3.4	3.5
3. Classrooms are places to learn.	4.3	1.0	4.6	4.4	4.2	3.8	4.9	4.4	3.9	4.4	4.4	4.3
4. The classroom atmosphere is enjoyable.	3.2	1.0	3.6	3.3	3.0	2.7	3.0	3.3	2.6	3.2	3.3	3.2
5. Schools have unnecessary rules.	2.9	1.3	3.1	3.0	2.6	2.3	2.7	3.0	2.6	2.8	2.8	2.7
6. High school is an enjoyable environment.	4.1	1.2	4.7	4.3	3.8	3.6	4.1	4.1	4.3	4.0	4.0	3.9
7. High school courses are challenging.	3.6	1.2	3.7	3.8	3.4	3.0	3.5	3.1	3.6	3.7	3.7	3.2
8. Students are rewarded for working hard.	4.0	1.0	4.4	4.2	3.7	3.1	4.0	4.0	3.5	4.0	4.0	3.8
9. High school is relevant to my needs in life.	4.0	1.1	4.3	4.2	3.8	3.2	3.9	4.1	3.9	4.1	4.1	3.8
10. High school is relevant to my goals in life.	4.3	1.1	4.5	4.3	3.9	3.5	4.1	4.3	4.1	4.3	4.1	3.9

*The standard deviations for subgroup means were very similar to the totals.

4a

Table 1

HIGH SCHOOL STUDENTS' OPINIONS TOWARD THE SCHOOL AND CLASSROOM ENVIRONMENT

N = 884

ITEMS	GROUP TOTAL		REGROUPED MEANS									
			GRADE PERCEPTION				SEX		GRADE PLACEMENT			
	$\bar{X}$	SD*	A	B	C	D	M	F	9	10	11	12
1. Classrooms are not boring.	3.0	.9	3.4	3.1	2.7	2.5	2.9	3.1	2.5	2.9	3.1	3.1
2. I enjoy going to classes.	3.5	1.1	4.0	3.6	3.2	2.6	3.3	3.6	3.4	3.5	3.4	3.5
3. Classrooms are places to learn.	4.3	1.0	4.6	4.4	4.2	3.8	4.9	4.4	3.9	4.4	4.4	4.3
4. The classroom atmosphere is enjoyable.	3.2	1.0	3.6	3.3	3.0	2.7	3.0	3.3	2.6	3.2	3.3	3.2
5. Schools have unnecessary rules.	2.9	1.3	3.1	3.0	2.6	2.3	2.7	3.0	2.6	2.8	2.8	2.7
6. High school is an enjoyable environment.	4.1	1.2	4.7	4.3	3.8	3.6	4.1	4.1	4.3	4.0	4.0	3.9
7. High school courses are challenging.	3.6	1.2	3.7	3.8	3.4	3.0	3.5	3.1	3.6	3.7	3.7	3.2
8. Students are rewarded for working hard.	4.0	1.0	4.4	4.2	3.7	3.1	4.0	4.0	3.5	4.0	4.0	3.8
9. High school is relevant to my needs in life.	4.0	1.1	4.3	4.2	3.8	3.2	3.9	4.1	3.9	4.1	4.1	3.8
10. High school is relevant to my goals in life.	4.3	1.1	4.5	4.3	3.9	3.5	4.1	4.3	4.1	4.3	4.1	3.9

*The standard deviations for subgroup means were very similar to the totals.

It may be noticed also that ninth grade students and twelfth grade students tended to score all items below the total group mean and lower than the tenth and eleventh grade students.

The students were positive that the high school atmosphere was enjoyable. They rated the relevance of high school to their needs and goals in life as important (range, 3.2 - 4.5) and viewed high school courses as challenging. A majority of the students also viewed the classroom atmosphere as enjoyable, except that C, and D students as well as ninth grade students rated the classroom atmosphere as less than enjoyable. And all of the students except the D group enjoyed attending classes (item 2)..

The A and B students, eleventh and twelfth grade students, and females did not rate the classroom as boring (range 3.1 - 3.4); however, the rating of the total group was 3.0. Apparently, even though the students find high school worthwhile and enjoyable, the classroom is still a boring atmosphere for some of them, even though they enjoy being there (item 4). And too, all of the subgroup members viewed the classroom as a place to learn (range 3.8 - 4.6).

Only one item fell below the 3.0 (agree or disagree evenly) mark. All but the A group had means of 3.0 or lower on that item (5). The lowest ratings were given by the D group (2.3), and the C group, males, and ninth grade students (2.6). Apparently, there is some concensus (but not strong) that high schools may have too many rules.

Summary

The average of all the items contained in Table 1 is 3.69 and may be interpreted to mean than the students who participated in this study have opinions toward the high schools they attend that are positive.

The Teachers

Table 2 contains the items from the opinionnaire that relate specifically to the teachers of the respondents. A few items were transferred from Table 1

ENTER TABLE 2 APPROXIMATELY HERE

since they appeared to fit this category also. Overall, the views of the students toward their teachers was not as positive as their views toward the general or global high school atmosphere. Only the A students scored the classroom as being nonboring (Table 2, item 1). Yet all but the D students enjoyed attending class. A large majority of the students considered the classroom atmosphere to be enjoyable and thought that teachers used class time efficiently. But there, the favorable comments end.

Items 5 and 6 in Table 2 may be interpreted to mean that many of the high school students do not view or perceive their teachers to have the types of personalities that teachers should possess (item 5; range 2.2 to 2.7). It is interesting to note that the ninth grade students' mean on this was 2.7, the highest ranking from among all of the subgroups.

Teachers were also viewed as being low in their respect for students (item 6, range 2.3 - 3.2). Again, the total group mean (2.4) was inflated by the ninth grade students' rating of 3.2. Although projections as to the cause for the poor ratings on items 5 and 6 (Table 2) cannot be supported, there is evidence that the high school students who participated in this study had less than high regards for their teachers' "teacher personality" and their teachers' abilities (or attempts) to respect students. That results appears strange in light of the evidence that the students enjoy high school, think

Table 2

HIGH SCHOOL STUDENTS'
OPINIONS TOWARD TEACHERS

N = 884

ITEMS	GROUP TOTAL		REGROUPED MEANS									
			GRADE PERCEPTION				SEX		GRADE PLACEMENT			
	$\bar{X}$	SD*	A	B	C	D	M	F	9	10	11	12
1. Classrooms are not boring.	3.0	.9	3.4	3.1	2.7	2.5	2.9	3.1	2.5	2.9	3.1	3.1
2. I enjoy going to classes.	3.5	1.1	4.0	3.6	3.2	2.6	3.3	3.6	3.4	3.5	3.4	3.5
3. The classroom atmosphere is enjoyable.	3.2	1.0	3.6	3.3	3.0	2.7	3.0	3.3	2.6	3.2	3.3	3.2
4. Teachers do not waste time in class.	3.3	1.2	3.0	3.3	3.5	3.0	3.4	3.3	3.9	3.4	3.4	3.0
5. Teachers personalities are befitting of teachers.	2.3	1.2	2.2	2.4	2.2	2.1	2.3	2.3	2.7	2.2	2.3	2.2
6. Teachers have respect for students.	2.4	1.2	2.6	2.4	2.4	2.3	2.4	2.5	3.2	2.4	2.5	2.4

*The standard deviations for subgroup means were very similar to the totals.

Table 2

HIGH SCHOOL STUDENTS' OPINIONS TOWARD TEACHERS

N = 884

ITEMS	GROUP TOTAL		REGROUPED MEANS									
			GRADE PERCEPTION				SEX		GRADE PLACEMENT			
	$\bar{X}$	SD*	A	B	C	D	M	F	9	10	11	12
1. Classrooms are not boring.	3.0	.9	3.4	3.1	2.7	2.5	2.9	3.1	2.5	2.9	3.1	3.1
2. I enjoy going to classes.	3.5	1.1	4.0	3.6	3.2	2.6	3.3	3.6	3.4	3.5	3.4	3.5
3. The classroom atmosphere is enjoyable.	3.2	1.0	3.6	3.3	3.0	2.7	3.0	3.3	2.6	3.2	3.3	3.2
4. Teachers do not waste time in class.	3.3	1.2	3.0	3.3	3.5	3.0	3.4	3.3	3.9	3.4	3.4	3.0
5. Teachers personalities are befitting of teachers.	2.3	1.2	2.2	2.4	2.2	2.1	2.3	2.3	2.7	2.2	2.3	2.2
6. Teachers have respect for students.	2.4	1.2	2.6	2.4	2.4	2.3	2.4	2.5	3.2	2.4	2.5	2.4

*The standard deviations for subgroup means were very similar to the totals.

that it is important, enjoy going to class, and generally find the classroom a comfortable and enjoyable place to be.

Summary

From the six items appearing in Table 2, the students rated the teachers as above 3.0 on three of them, at 3.0 on one, and below 3.0 on two. The mean for the six items is 2.95, which is just below the undecided agree/disagree (3.0) mark. Apparently, as a group, the students enjoy going to classes, and find them to be comfortable and enjoyable atmospheres in which teachers do not waste time. However, the students do not think that all teachers have personalities that are befitting of teachers nor that teachers have respect for students.

Perhaps an item (5) that appears in Table 3 may be interpreted as a partial cause of the students/attitudes toward their teachers. The students in all subgroups did indicate that teachers have "pets" or "favorites" who did not have to follow the rules that they all considered somewhat excessive.

The Students

One category of questions were related to students and their perceptions of their responsibilities in school and the manner in which they viewed themselves and other students. Table 3 contains the items and the ratings the

---

ENTER TABLE 3 APPROXIMATELY HERE

---

students assigned to each one. The students strongly viewed the classroom as a learning environment, (mean = 4.3; range 3.8 - 4.6). They also enjoyed attending classes (all but the D subgroup). As a group, they thought that students were rewarded for working diligently in school (even the D group

Table 3

HIGH SCHOOL STUDENTS' OPINIONS TOWARD THEIR OWN RESPONSIBILITIES AND TASKS

N = 884

ITEMS	GROUP TOTAL		REGROUPED MEANS: GRADE PERCEPTION				SEX		GRADE PLACEMENT			
	$\bar{X}$	SD*	A	B	C	D	M	F	9	10	11	12
1. I enjoy going to classes.	3.5	1.1	4.0	3.6	3.2	2.6	3.3	3.6	3.4	3.5	3.4	3.5
2. Classrooms are places to learn.	4.3	1.0	4.6	4.4	4.2	3.8	4.9	4.4	3.9	4.4	4.4	4.3
3. Schools have unnecessary rules.	2.9	1.3	3.1	3.0	2.6	2.3	2.7	3.0	2.6	2.8	2.8	2.7
4. Teachers have "pets" or "favorite" students who are exempt from rules and regulations.	4.0	1.1	4.2	4.2	3.8	3.2	4.0	4.2	3.4	4.0	4.0	4.1
5. All students are required to obey the rules.	2.2	1.2	2.3	2.3	2.1	1.7	2.2	2.3	2.0	2.2	2.2	2.2
6. Studying is an enjoyable activity.	2.5	1.1	3.1	2.6	2.3	1.9	2.4	2.6	2.2	2.4	2.5	2.5
7. Studying is a good use of my time.	2.9	1.1	3.2	3.0	2.8	2.4	2.8	3.1	3.3	2.9	3.0	3.0
8. I schedule study time before anything else.	2.2	1.1	2.6	2.3	2.1	1.9	2.2	2.3	2.0	2.3	2.3	2.2
9. Students are rewarded for hard work in school.	4.0	1.0	4.4	4.2	3.7	3.1	4.0	4.0	3.5	4.0	4.0	3.8
10. High School is relevant to my needs in life.	4.0	1.1	4.3	4.2	3.8	3.2	3.9	4.1	3.9	4.1	4.1	3.8
11. High School is relevant to my goals in life.	4.3	1.1	4.5	4.3	3.9	3.5	4.1	4.3	4.1	4.3	4.1	3.9

*Standard deviations for subgroup means were very similar to the total means.

agreed). The students also viewed high school as relevant to their needs and goals in life. All of these items (1, 2, 9, 10, and 11) were viewed positively by the students who responded.

Two other subcategories were rated by the students. The first group of statements were related to study habits. Only the A subgroup rated studying as an enjoyable activity (mean = 3.1) but even then, they rated it barely above the agree/disagree (3) level. The other groups rated the enjoyable aspects of studying very low (range 2.2 - 2.6; mean 2.5). Apparently, study is not one of the respondents' favorite pasttimes.

When queried as to the value of studying as a worthwhile activity (item 7), again the ratings were low for all groups except A students, female respondents, and ninth grade students (range 3.1 - 3.2); the B students and eleventh and twelfth grade students rated the value of studying to be 3.0. The remaining groups rated the item slightly lower with the D students giving it a 2.4.

It appeared revealing that among all of the activities that the students valued, studying was not generally considered a good nor worthy use of time. Furthermore, when studying was compared to ther activities by the respondents, it was given a very low rating by all groups. The highest (2.6) was given by A students and the lowest (1.9) was given by the D students. All in all, the students' views toward studying is very low. Perhaps those teachers who require homework and studying were given low "befitting or teacher personality" ratings, but there is no method of supporting such a supposition.

Finally, the students rated three items that were related to school rules. It was stated earlier that the A and B students tended to support the contention that schools had too many rules. Other groups, and the mean rating

Table 3

HIGH SCHOOL STUDENTS' OPINIONS TOWARD THEIR OWN RESPONSIBILITIES AND TASKS

N = 884

ITEMS	GROUP TOTAL		REGROUPED MEANS									
			GRADE PERCEPTION				SEX		GRADE PLACEMENT			
	$\bar{X}$	SD*	A	B	C	D	M	F	9	10	11	12
1. I enjoy going to classes.	3.5	1.1	4.0	3.6	3.2	2.6	3.3		3.4	3.5	3.4	3.5
2. Classrooms are places to learn.	4.3	1.0	4.6	4.4	4.2	3.8	4.9		3.9	4.4	4.4	4.3
3. Schools have unnecessary rules.	2.9	1.3	3.1	3.0	2.6	2.3	2.7	3.0	2.6	2.8	2.8	2.7
4. Teachers have "pets" or "favorite" students who are exempt from rules and regulations.	4.0	1.1	4.2	4.2	3.8	3.2	4.0	4.2	3.4	4.0	4.0	4.1
5. All students are required to obey the rules.	2.2	1.2	2.3	2.3	2.1	1.7	2.2	2.3	2.0	2.2	2.2	2.2
6. Studying is an enjoyable activity.	2.5	1.1	3.1	2.6	2.3	1.9	2.4	2.6	2.2	2.4	2.5	2.5
7. Studying is a good use of my time.	2.9	1.1	3.2	3.0	2.8	2.4	2.8	3.1	3.3	2.9	3.0	3.0
8. I schedule study time before anything else.	2.2	1.1	2.6	2.3	2.1	1.9	2.2	2.3	2.0	2.3	2.3	2.2
9. Students are rewarded for hard work in school.	4.0	1.0	4.4	4.2	3.7	3.1	4.0	4.0	3.5	4.0	4.0	3.8
10. High School is relevant to my needs in life.	4.0	1.1	4.3	4.2	3.8	3.2	3.9	4.1	3.9	4.1	4.1	3.8
11. High School is relevant to my goals in life.	4.3	1.1	4.5	4.3	3.9	3.5	4.1	4.3	4.1	4.3	4.1	3.9

*Standard deviations for subgroup means were very similar to the total means.

(2.9) fell below the agree/disagree median. However, it was interesting that the students strongly supported the idea that all students should obey the rules of the schools (range 3.2 - 4.2). Only the D students and ninth grade students were barely above the 3.0 level (item 4).

When the students were queried as to the requirement of school personnel to enforce the rules for all students, the ratings were low. Apparently, all of the respondents had observed that certain students referred to as "pets" or "favorites" were sometimes granted priviledges not given to other students. The perceptions of all the students in toto and by subgroups (range 1.2 - 2.3) is a serious implication that there may be double standards of behaviors in the high schools of southwest Missouri (item 5). The perception of a double standard may be a partial answer to the somewhat negative views of the students toward their teachers' personalities and ability to be respectful to students that were revealed on Table 2.

Summary

It seems apparent that the high school students who participated in this study do enjoy attenidng high school. The students did appear to have negative attitudes toward the characteristics of some of their teachers. The students appear to value studying, but do not value it above other activities in which they engage. The students also view school rules as necessary and worthwhile, but have undoubtedly observed that all school rules are not for all students at all times and may have led to the poor teacher ratings; but to reiterate, such projections were not an objective in this study.

CONCLUSIONS

By combining the group means on all items appearing on Tables 1, 2, and 3 a mean of 3.24 was obtained. That figure is interpreted to mean that gen-

erally, the students have a favorable view of their high school experiences in the areas specified in the opinionnaire. Strengths appeared to be in the following areas:

1. Classrooms are places to learn ($\bar{X}$ = 4.3).
2. High schools are important to life goals ($\bar{X}$ = 4.3).
3. High schools are enjoyable environments ($\bar{X}$ = 4.1).
4. Students should obey school rules ($\bar{X}$ = 4.0).
5. Students are rewarded for hard work ($\bar{X}$ = 4.0).
6. High school is relevant to my needs in life ($\bar{X}$ = 4.0).

Other items that appeared important or above the 3.0 (agree or disagree undetermined) were as follows:

1. Classroom atmosphere is enjoyable ($\bar{X}$ = 3.2).
2. Teachers do not waste time in class ($\bar{X}$ = 3.3).
3. High school courses are challenging ($\bar{X}$ = 3.6).

Items on the survey that were rated as 3.0 (agree or disagree undetermined) were as follows:

1. Classrooms are boring.
2. I pay close attention in class.

Items that fell below the 3.0 median were as follows:

1. Schools have unnecessary rules ($\bar{X}$ = 2.9).
2. All students are required to obey rules ($\bar{X}$ = 2.2).
3. Teachers have appropriate personalities ($\bar{X}$ = 2.3).
4. Teachers have respect for students ($\bar{X}$ = 2.4).
5. Studying is enjoyable ($\bar{X}$ = 2.5).
6. Studying is a good use of time ($\bar{X}$ = 2.9).
7. Study time is scheduled before anything else ($\bar{X}$ = 2.2).

Table

ITEM RATING MEANS
OBTAINED FROM A GROUP
OF HIGH SCHOOL STUDENTS

N = 884*

ITEMS	GROUP TOTAL		REGROUPED MEANS: GRADE PERCEPTION				SEX		GRADE PLACEMENT			
	$\bar{X}$	SD*	A	B	C	D	M	F	9	10	11	12
1. Classrooms are not boring.	3.0	.9	3.4	3.1	2.7	2.5	2.9	3.1	2.5	2.9	3.1	3.1
2. Enjoy going to classes.	3.5	1.1	4.0	3.6	3.2	2.6	3.3	3.6	3.4	3.5	3.4	3.5
3. Classrooms are places to learn.	4.3	1.0	4.6	4.4	4.2	3.8	4.9	4.4	3.9	4.4	4.4	4.3
4. Pay close attention in classes.	3.0	1.0	3.2	3.2	2.7	2.4	2.9	3.1	3.2	3.0	3.1	2.7
5. Classroom atmosphere is comfortable and enjoyable	3.2	1.0	3.6	3.3	3.0	2.7	3.0	3.3	2.6	3.2	3.3	3.2
6. Teachers do not waste time in class.	3.3	1.2	3.0	3.3	3.5	3.0	3.4	3.3	3.9	3.4	3.4	3.0
7. Schools have unnecessary rules.	2.9	1.3	3.1	3.0	2.6	2.3	2.7	3.0	2.6	2.8	2.8	2.7
8. Students should obey all rules	4.0	1.1	4.2	4.2	3.8	3.2	4.0	4.2	3.4	4.0	4.0	4.1
9. All students are required to obey rules.	2.2	1.2	2.3	2.3	2.1	1.7	2.2	2.3	2.0	2.2	2.2	2.2
10. Teachers have appropriate personalities.	2.3	1.2	2.2	2.4	2.2	2.1	2.3	2.3	2.7	2.2	2.3	2.2
11. Teachers have respect for students.	2.4	1.2	2.6	2.4	2.4	2.3	2.4	2.5	3.2	2.4	2.5	2.4
12. High school is an enjoyable environment.	4.1	1.2	4.7	4.3	3.8	3.6	4.1	4.1	4.3	4.0	4.0	3.9
13. High school courses are challenging.	3.6	1.2	3.7	3.8	3.4	3.0	3.5	3.7	3.6	3.7	3.7	3.2
14. Studying is enjoyable.	2.5	1.1	3.1	2.6	2.3	1.9	2.4	2.6	2.2	2.4	2.5	2.5
15. Studying is a good use of time.	2.9	1.1	3.2	3.0	2.8	2.4	2.8	3.1	3.3	2.9	3.0	3.0
16. I schedule study time before anything else.	2.2	1.1	2.6	2.3	2.1	1.9	2.2	2.3	2.0	2.3	2.3	2.2
17. Students are rewarded for working hard in school.	4.0	1.0	4.4	4.2	3.7	3.1	4.0	4.0	3.5	4.0	4.0	3.8
18. High school is relevant to my needs in life.	4.0	1.0	4.3	4.2	3.8	3.2	3.9	4.1	3.9	4.1	4.1	3.8
19. High school is important to my goals in life.	4.3	1.1	4.5	4.3	3.9	3.5	4.1	4.3	4.1	4.3	4.1	3.9

*Regrouped N's

A = 139	D = 48	9 = 172
B = 415	M = 408	10 = 295
C = 282	F = 476	11 = 244
		12 = 173

Table

ITEM RATING MEANS
OBTAINED FROM A GROUP
OF HIGH SCHOOL STUDENTS

N = 884*

ITEMS	GROUP TOTAL		REGROUPED MEANS									
			GRADE PERCEPTION				SEX		GRADE PLACEMENT			
	$\bar{X}$	SD*	A	B	C	D	M	F	9	10	11	12
1. Classrooms are not boring.	3.0	.9	3.4	3.1	2.7	2.5	2.9	3.1	2.5	2.9	3.1	3.1
2. Enjoy going to classes.	3.5	1.1	4.0	3.6	3.2	2.6	3.3	3.6	3.4	3.5	3.4	3.5
3. Classrooms are places to learn.	4.3	1.0	4.6	4.4	4.2	3.8	4.9	4.4	3.9	4.4	4.4	4.3
4. Pay close attention in classes.	3.0	1.0	3.2	3.2	2.7	2.4	2.9	3.1	3.2	3.0	3.1	2.7
5. Classroom atmosphere is comfortable and enjoyable	3.2	1.0	3.6	3.3	3.0	2.7	3.0	3.3	2.6	3.2	3.3	3.2
6. Teachers do not waste time in class.	3.3	1.2	3.0	3.3	3.5	3.0	3.4	3.3	3.9	3.4	3.4	3.0
7. Schools have unnecessary rules.	2.9	1.3	3.1	3.0	2.6	2.3	2.7	3.0	2.6	2.8	2.8	2.7
8. Students should obey all rules.	4.0	1.1	4.2	4.2	3.8	3.2	4.0	4.2	3.4	4.0	4.0	4.1
9. All students are required to obey rules.	2.2	1.2	2.3	2.3	2.1	1.7	2.2	2.3	2.0	2.2	2.2	2.2
10. Teachers have appropriate personalities.	2.3	1.2	2.2	2.4	2.2	2.1	2.3	2.3	2.7	2.2	2.3	2.2
11. Teachers have respect for students.	2.4	1.2	2.6	2.4	2.4	2.3	2.4	2.5	3.2	2.4	2.5	2.4
12. High school is an enjoyable environment.	4.1	1.2	4.7	4.3	3.8	3.6	4.1	4.1	4.3	4.0	4.0	3.9
13. High school courses are challenging.	3.6	1.2	3.7	3.8	3.4	3.0	3.5	3.7	3.6	3.7	3.7	3.2
14. Studying is enjoyable.	2.5	1.1	3.1	2.6	2.3	1.9	2.4	2.6	2.2	2.4	2.5	2.5
15. Studying is a good use of time.	2.9	1.1	3.2	3.0	2.8	2.4	2.8	3.1	3.3	2.9	3.0	3.0
16. I schedule study time before anything else.	2.2	1.1	2.6	2.3	2.1	1.9	2.2	2.3	2.0	2.3	2.3	2.2
17. Students are rewarded for working hard in school.	4.0	1.0	4.4	4.2	3.7	3.1	4.0	4.0	3.5	4.0	4.0	3.8
18. High school is relevant to my needs in life.	4.0	1.0	4.3	4.2	3.8	3.2	3.9	4.1	3.9	4.1	4.1	3.8
19. High school is important to my goals in life.	4.3	1.1	4.5	4.3	3.9	3.5	4.1	4.3	4.1	4.3	4.1	3.9

*Regrouped N's

A = 139	D = 48	9 = 172
B = 415	M = 408	10 = 295
C = 282	F = 476	11 = 244
		12 = 173